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AN EXPERIMENT IN APPLIED SOCIOLOGY. II

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When we began to plan the general program of democratizing our elementary department, we purposed to develop some "objective scale for measuring citizenship habits." Taking the Horace Mann scale as a starting-point, we hoped to evolve a method of objective measurement which could be appreciated by the children. After more than six months of thought and effort we decided, however, that the first need was to make the children conscious of the standards which should be functioning. Looked at this way, it did not first mean the construction of a yardstick by the faculty by which the children could measure themselves, but rather the development of a sense of social responsibility and a recognition of its demands.

SCHOOL CITIZENSHIP

We, therefore, set about to prepare a code of citizenship ideals in the children's own words, with ample illustrations of their applications. We sought to arouse the children to thoughtful consideration of the essentials of good citizenship and obtain a statement of objectives in language which children could understand.

We talked the matter over in one of our Wednesday morning assembly periods and developed the following plan for putting the idea into execution. First, each grammar-grade pupil was requested to think over and express in writing his ideal of good citizenship, keeping in mind that it should be practical and realizable. Second, it was decided to organize a grammar-grade council, composed of one boy and one girl elected to represent each grammar-grade classroom, which should act as a clearing-house in which the developing points of view could be effectively organized. No legislative or administrative function was to be vested in the group—it was simply to express the sense of the student body.

As there were ten grammar-grade rooms the council contained twenty members. By the time of their first meeting, most of the papers on citizenship had been turned in, and each council member was given a share of these papers (coming from some classroom other than his own) to read, with two purposes in view: first, to select the paper out of the group which he considered the best written and most expressive of the group; second, to pick out the different points or elements mentioned in the papers which were suggested as making for good citizenship.

At later meetings, held twice a week, each member read the best paper from his group, and summarized the points which made for citizenship. From the best papers, three were selected by the council as worthy to print in the grammar-grade paper, *The Normal News*. In presenting the best-written papers on citizenship, *The Normal News* carried this explanation:

ARE YOU A GOOD CITIZEN?

Everybody born in the United States is an American citizen. That is a fact which is accepted by most of us in the same way that we accept the weather—but what does it mean? What is it to be an American citizen?

What do we have to do to be the best possible American citizens?

This is a big question. If we try to look too far ahead to the time when we shall be voters and taxpayers, and in other ways be grown-up citizens, it is hard to understand it all. Let us look at ourselves first, for we are young citizens now.

We have certain rights and duties as citizens within the school of which we are members, which are very much like the rights and duties which we will grow into as we become older. But what is it to be a good school citizen? We have been trying to find out.

No one person can say. Good citizenship is determined by what we all think about it. To find out what we think about it, we are doing several things. First, we had the opportunity to tell in writing what we thought. Several of these statements are printed in the *Normal News* this time. A group of your fellow classmates picked them as the best opinions out of about two hundred which were written.

Second, we created a council, made up of two representatives from each grammar-grade classroom. These council members have been meeting two times a week, and talking over the ideas which were contained in your papers. They have added ideas of their own, and with them all taken together, we are trying to put into words what school citizenship means.

Members of the council will go back to their classrooms from time to time to talk over with you what they have been discussing, and find out what you think about it.

No one expects that all this talk will make us very different from what we have been—but we hope that it will help us all to see more clearly the worthwhile things that we are trying to do and be. Nobody is trying to decide for you how good you ought to be, but we are trying to find out what you yourselves wish to be and do, and then help you to put it across.

Third, in our assemblies we are trying to bring all of us together, so that we may know each other better. If we get together in this way, it will help us to be loyal to the larger idea of a school as one whole—rather than selfishly to think only of ourselves. It will give us a chance to know what others are doing, and give us greater reason to be proud of our school.

The two best papers were written by children of the high eighth grade. No help of any kind was offered by any older person, and except for some slight grammatical corrections, I am presenting them exactly as written:

GOOD CITIZENSHIP

All people who live in the United States are citizens of the United States, and are required to conform to the laws of the country. There is a punishment inflicted upon those who will not and do not obey the laws of the country. But one who has a spark of loyalty in him will do his utmost to help his country progress.

Now to begin about "School Citizenship."

We of the State Normal School all wish to be loyal. Some of us forget or do not stop to think, while others are a little careless.

When we graduate from this school we will in time become citizens of the United States and we do not want to carry any of the faults just mentioned with us, for if we do, we may some day be subject to the punishment of our country and in this way stop its progress. So let us start in by being good school citizens, and this is how we're going to do it:

First: Why throw papers and orange peelings on the playground?

Second: Why run and jump on the lawn? Each blade of grass has a spark of life, and wishes to grow just as much as you wish to run on it.

Third: Why destroy school property? It is not every school that has the enjoyments we have.

Fourth: Our teachers are trying to do their best for us. Just think how proud our teachers are of us when we are promoted in a subject or finish another. Why not make our teachers always proud, instead of only when we are promoted? It is not very hard if you try!

This is what we call good citizenship.

Try to do your best by your school, your teachers, and yourself. Try to learn the most you can and use your time to the best advantage and by all means be loyal to your school and country. Now let us all get together and make ourselves fit to be good citizens of the United States and of our school. This is the time to begin!

MY IDEA OF GOOD SCHOOL CITIZENSHIP

Did you ever think of what it means to be a good citizen? A good citizen of the United States is expected to obey the nation's laws. A good citizen of the school is not supposed to be an angel or anything of that sort, but it is his duty to stand by his school in every possible way from the beginning of the term until the end.

Did you ever stop to think of what you are doing when you are about to tear a book purposely or run on the lawn? Besides destroying books or crushing the grass and plants you are setting a poor example for the rest of the school and for primary citizens. Every good citizen is a good example for the rest of the school. Therefore it is our duty as good citizens of the school not to tear books, trample on the garden, mark the school building, or eat on the playground.

We must stand by our school not only in work but in sports also. It is our duty to boost the school in all games with other schools, and to stand for clean sports and not cheat on any occasion. That is what is meant by square citizenship.

In selecting the "essentials of citizenship" contained in these papers expressive of the grammar-grade point of view, the council arranged the following summary:

SPORTSMANSHIP AND GOOD CITIZENSHIP

1. Co-operation—team work. Get together and pull together.
2. Loyalty—Do your best for the school. Believe in it, support it.
3. Interest—Make it your business to know and care about your school.
Give support, backing.
4. Obedience—Intelligent observance of law is necessary.
5. Thoughtfulness—Care of public property. Consideration for others.
6. Helpfulness—Aid others to achieve. Work with teachers.
7. Do your best—Don't be a slacker. Do your part.
8. Fair play—Success depends upon being square.
9. Honesty—Do things openly and above board.
10. Cleanliness—Be clean and keep clean—yourself and your surroundings.
11. Self-respect—Don't stoop to do the sneaky thing. Care for school property.
12. Honor—Deserve trust.
13. Trustworthiness—Live up to responsibilities.
14. Self-reliance—Think and act for yourself.
15. Promptness—Get there on time.

The next step was to make each of these phrases mean something to everybody. While they were being talked over in council meeting, many examples were offered by different children to illustrate what they meant by their various suggestions. It was therefore decided that each member of the council should take a copy of this summary and write out illustrations of each of these points, drawing upon his own experiences and the papers which he had been reviewing. The discussion centering upon this part of the work is still continuing, and I am offering in some of the following pages simply tentative samples of the illustrative material:

Co-operation—When you are marching you should show your school spirit. Do not march because a teacher or supervisor is going to watch you, but because you have good school spirit and want to work with your class. One child who is not co-operating can spoil the effort of a whole room.

Loyalty—It means to do your best by yourself and everyone else. Be faithful to your friends, and don't give up old friends who have stood by you, for new friends who flatter you.

Interest—Know what is going on. When there are games with other schools, go out and root for State Normal and help us win.

Obedience—In our games we play under rules which the umpire enforces. If we do not obey the umpire promptly and without question, the game becomes rough and dirty. Some boy may be hurt, or the game may become disorderly, and all the fun is spoiled.

Thoughtfulness—Some people seem to like to write their names on the walls of the school, and they don't seem to care what the rest of us think, or say or do. Maybe they don't think when they do it, but each day when we see it, we think how careless and poor-spirited they are.

Helpfulness—When in the school yard, do not be rough and unkind, but be gentle and helpful, especially to the children younger and smaller than yourself.

Do your best—Don't be a slacker. In every organization—every game—in marching—everywhere, each fellow has his own part to do. You can't leave your part to anybody else, because he has his own part cut out for him. So do your best to make your share right.

Fair play—Don't trip or play tricks on the other players in the games we play, even though it may help our side to win. It's not a credit to the school unless we win fairly. It is better to be a good loser than a dishonest winner.

Honesty—Car tickets are supposed to be used only by children going to and from school, and are not supposed to be traded. Some people try to use them when they go on errands. Sometimes several children, when there is a big crowd, try to use tickets out of the same book. When you buy the tickets, you sign a statement that you won't do this.

Cleanliness—In some schools, and in this school too (though very little), there are some children who are so unclean that it is unpleasant to sit near them.

Cleanliness—We should keep the place we eat in clean and sanitary, and not have everything dirty and upset.

Self-respect—Don't be sneaky. If you do a thing and the teacher thinks it is someone else, get up and tell her you are to blame, not the other fellow. Respect yourself enough to want the other fellow to know the truth about you.

Self-respect—Have a little pride in everything you do. It is all a part of you. A dirty composition paper is as much to be ashamed of as a dirty face.

Honor—I used to go to school where the teacher never let the class have any fun, because she didn't trust them. She couldn't leave them on their honor because a few fellows would cut up. So the whole class had to suffer because a few fellows were sneaky.

Trustworthiness—Some boys are on the flag committee. They are excused from the room before two o'clock so that they can take the flag down before the lines go out. Sometimes they go early, and fool around on the roof garden. They aren't living up to their trust.

Self-reliance—Think for yourself; use your own brain, if you have one. Don't depend on the teacher all the time; she has something else to do. You can't have her with you always. Think hard before you ask foolish questions, and then you won't ask them.

Promptness—Fellows who don't get to school on time disturb the rest of us who do. Sometimes they interrupt the lines and make them ragged. Sometimes they fill up the entrance way and get in the visitors' way. They always come to music late and interrupt the work.

The above are samples, taken at random from a mass of suggestions. The code and these illustrations have been and are being discussed in the various classrooms. In these discussions, the council members are acting as discussion leaders, introducing the subjects, offering comments, calling for suggestions, and noting the new material which comes from their fellow-classmates, in many cases proving quite able leaders of "democratic discussions." The gist of these discussions is then carried back to the council at the next meeting and, if of value, is incorporated with the other material. In this way, the suggestion of one room that courtesy be made the sixteenth point in the code is now under consideration.

Of course, the code and its illustrations will be changed. Our purpose is to keep it a living thing. Better examples will appear from time to time for some of the points, and additions will appear for some of the points already pretty well treated. In every

instance there has been an endeavor to translate the abstract terms of the code into concrete situations of school life, in which the child has found himself, or can imagine finding himself. We have sought situations wholly within the experience of the child, increasing in their complexity as the child grows older. Were this general scheme pursued throughout the high school and college, the latter portion of the work would be dealing with adult problems and situations.

As to the council, this leadership is having a remarkable effect upon the council members. At one of the recent meetings, toward the close of the discussion, one of the boys asked if the council would dissolve when this work was completed. I replied that as this was the specific task for which it was chosen, it probably would be dissolved, unless new tasks were found. He then asked if he might offer a suggestion for further work. This was warmly welcomed, and he offered this:

About a year and a half ago, I was pretty much of a bum. I wasn't doing much of anything in my studies, and took no part in the games on the playground. It seems as though I must have been asleep or dreaming. I pretty nearly got kicked out of the school because I didn't do anything. Somehow, about a year ago, I got waked up and began to take an interest in things. I think you will testify, Mr. Beatty, as to what my scholarship has been this last year, and I'm not afraid of what you'll say. Out on the playground, too, I've taken an interest and I think I can truthfully say I've become somewhat of a leader. Now there are quite a few fellows around here right now who are just as bad dreamers as I was—they don't know what Normal means, and they don't realize their own possibilities. I think it would be a fine thing if this group could stay together, and make themselves a committee to hunt up those dreamers, and wake 'em up. They'd appreciate what we've done after they get started, and it would be a mighty fine thing for both the fellows and the school.

The rest of the council members expressed themselves in accord with the suggestion. We haven't acted on it yet, but I can testify as to the truth of his own history as declared above, and I consider the point of view which he brought forth a remarkable one.

ETHICS OF BEHAVIOR

Another line of development has been the collection of a number of problems in behavior taken from actual happenings in child

life, most of them at our own school. These have been presented in the form of cases for either oral or written discussion, the greatest freedom of expression being encouraged. Although it is difficult to measure the results, I feel justified in attributing to them great value as a means of arousing group consciousness and civic thoughtfulness.

I am offering nineteen of the cases which we have collected, together with examples of written discussions covering the first four cases, from fifth-, sixth-, seventh-, and eighth-grade children. Orally, the discussion was conducted much as the democratic discussion previously described. For written discussion the situations were mimeographed at the head of a sheet of composition paper, and each member of the class allowed ten to fifteen minutes to write his opinion. Oral discussion secured somewhat better results than written discussion because it occasioned an exchange of views. Nevertheless, most of the work was done in written form because of lack of time, with results which amply justified the effort.

I present here a very few examples of the written discussions secured in response to four of the situations presented:

CASE 1

Situation: Arthur squirted Henry in the eye with a water pistol, as he passed Henry's desk. The teacher did not see him do it, but when Henry jumped up and tried to hit him, the teacher sent Henry from the room for disorder. Arthur slipped quietly into his seat and went on with his work.

1. What do you think of Arthur?
2. Who was to blame for the disorder?

Replies—Fifth grade: I think Arthur shouldn't have done it. If a boy squirted water on him, he wouldn't have liked it.

Arthur was to blame, because if he hadn't squirted water on Henry, Henry would not have hit Arthur.

Seventh grade: I give Arthur credit for doing it and getting away with it. I am speaking from experience. Because I am sure that Arthur did not want to injure Henry, but just did it as a trick.

Both were to blame for the disorder, because Arthur knew that it was not the right thing to do, and Henry knew that it was not right to fight in the room. Arthur started it and took no blame, while Henry took the blame but made a blunder by squealing, so neither of them showed good citizenship.

Eighth grade: Arthur is a coward. Anybody who knows he is wrong should give a true confession rather than have another person who is innocent take the blame for his misdoings.

Arthur was entirely to blame. He should not have discharged the water pistol during school hours.

I don't blame Henry. Anyone would do the same thing under the same circumstances in which Henry was involved. The teacher should have inquired as to what made Henry jump up so full of fight. It was a cowardly trick on the part of Arthur.

CASE 2

Situation: During a game of basketball between this school and a visiting team, the captain of our team saw one of his team mates deliberately trip up one of his opponents. The foul was not seen by the referee, and the trick aided our team in gaining two points.

1. Should our captain have praised his team mate, or reproved him?
2. As a member of the school, interested in the success of your team, what do you think about our tricky player? Explain your point of view fully.

Replies—Fifth grade: I think the captain should have reproved the player, as no one can trust a person who will do a foul play. I also think that the person should have been reproved for his own sake, for such people are likely to grow up to be untrustworthy and dishonest citizens.

Seventh grade: The captain should not praise his team mate because it was not fair to the other boy to trip people. It is not a fair game. If the referee had seen the boy trip the other boy, it would have been a foul and the team would not have made two points.

I think that anyone who uses trickery in a game is not a good sportsman and is not playing a fair game. Any child who is a good sportsman would not cheat or trip in any basketball or any game. He should not be praised; he should be taught to play fair.

CASE 3

Situation: Jack and Earl are in the habit of walking home from school together. One afternoon while Jack was looking at Earl's library book, the two boys got into a dispute and separated. Earl went on ahead, and Jack left the book on a safety station, expecting Earl to go back for it. The book is lost, and Earl is called upon to pay for it. He says that he does not feel that he is to blame, as he tried to get the book back before he left.

1. Who should pay for the book? Why?
2. What do you think of this kind of "fooling"?

Replies—Fifth grade: Earl was not to blame for the book, and Jack should pay for it, because Earl asked for it and Jack refused to give it to him.

You should never fool with anything that does not belong to you. I myself think that Jack was very rude.

Earl, because he was the one who took it out, and he should not have let Jack see it, and he should have paid.

Jack should have given it back, but I think Jack was not to blame because Earl was to go back for it.

They should both put in some money, and pay for the book that way.

I do not think much of this kind of fooling. Jack should have kept the book until he saw Earl again.

Seventh grade: Earl should pay for the book because if he tried very hard he would surely have gotten it. After Jack was gone he could have come back and gotten it.

They shouldn't have been fooling with a book that didn't belong to them.

Jack should pay for the book because he took it away from Earl and left it for Earl to get. Earl tried to recover the book, therefore Jack is to blame

and Earl is not. Besides, Jack should not have left the book at the safety station, not knowing who might take the book in the meanwhile.

I think it very stupid to have a thing like this happen between two boys over a book.

Both should pay for it, for they are both partly to blame.

The book should not have been put on the safety station for there might have been a valuable thing in it, and they should not have quarreled.

Eighth grade: I think that each one should pay half, because each helped to lose it.

If Jack wanted to look at Earl's book, he should look at it and give it back to Earl when he had looked at it. I think it is a foolish thing to do.

I think that Jack ought to pay for the book, because even if he was angry with Earl he had no business to leave the book on the safety station, for the book did not belong to him. It belonged to the library.

fooling like this is liable to get people into serious trouble. Still, Earl ought to have gone back for the book.

Jack was responsible for the book as long as he had it, so I don't think Earl is to blame for the loss. How did Earl know he was going to leave the book, and Jack didn't know or didn't even think Earl was coming back? He is blamed now, and who wouldn't try to get out of it?

Jack should have given the book back or taken it to school the next day for Earl, for he knew Earl would be expected to pay for the book.

CASE 4

Situation: Dick went to the cafeteria to buy his lunch. Salad was 5 cents, meat was 7 cents. Dick took both. The cashier was busy, and charged Dick only 10 cents.

1. Should Dick have called her attention to the mistake?
2. Or was the 2 cents worth bothering about?
3. Anyhow, wasn't it her business to avoid mistakes?

Replies—Sixth grade: Dick should have called her attention, not for the 2 cents, but to be honest.

If Dick had been honest he would have called her attention. Two cents doesn't amount to much, but he should have told her.

Maybe the teacher tried to see if Dick was honest. Maybe she was so busy she didn't notice. Dick should have called her attention.

Eighth grade: Two cents seems but a very little thing, but it is not. Two cents isn't much, but if you let 2 cents go, you will let 5 cents or 10 cents or more go by.

It was Dick's business to look at his change. He should have seen it and called her attention to it. Two cents *was* worth bothering about.

The cashier was not to blame. She can't see everything.

The replies here given are typical cases. They have not been chosen because they are especially good or especially bad, or because they presented any particular reaction toward the situation. The point of view expressed is not always the one which was hoped for; still, on the whole, the reaction is nearly always ethically correct.

One of the interesting points noted so far is that in most cases there does not seem to be an appreciable maturing in point of view as the papers from the older children are compared with those from children lower in grade. The length of the discussion and the degree to which the possibilities are developed and explored seem to be directly determined by the nearness of the situation to the child's own experience. This, of course, we have taken as a strong justification for the general type of situation which we have been choosing.

Definite and marked behavior changes have followed the use of some of these cases in classroom discussion. Please remember, in connection with this last statement, that no expression of opinion on any case has been given by any teacher or person in authority. It will be noted also that the questions about the situations are frequently stated so as to suggest the antisocial answer.

A number of other situations which have been gathered together in connection with this work, are given below. Type responses are omitted because of space limitations.

CASE 5

Situation: There is a waiting-list for a certain book in the school library. Each child is supposed to return the book as quickly as possible. Jane borrows the book and lends it to Barbara, whose name is not on the list. Barbara lends it to a friend outside of school. It is nearly two weeks before the next person on the list can read the book.

1. What do you think of Jane's sense of fair play?
2. Was Barbara in any way at fault?

CASE 6

Situation: William had been cheating in his work for a number of weeks. He had never been caught and made high marks in his examinations. The rest of the children all knew that he cheated.

1. Who was the loser because of his dishonesty?
2. What could the other children do about it?
3. Would it help William any if they told the teacher?

CASE 7

Situation: Arthur didn't like music, so just before music period he obtained permission to leave the room. He stayed out the entire period.

1. Do you think he was justified? Give all your reasons.

CASE 8

Situation: John is sent to the library for a textbook. On the way he meets Carl, and they stop and talk. When he reaches the library, John finds

his text, and then stops to look over the fiction shelves. Upon returning to his classroom, his teacher points out that he has been out of the room longer than necessary. He replies that he had to hunt for his book.

1. What do you think about John?
2. Suppose several other children were waiting for John to return so as to be allowed to go to the library?
3. How can you keep John from robbing *you* of your library privileges?

CASE 9

Situation: During a basketball game, team A was awarded a "free throw" because of a foul caused by team B's rough play. During the throw, B's rooters made as much confusing noise as they could in order to rattle the player taking the shot. The referee then penalized B's team again because of this disturbance, and B protested the game.

1. What do you think are the merits of the case?
2. If you were a member of the board to whom the protest was referred, what would your decision be? Why?

CASE 10

Situation: During recess, two basketballs and one soccer ball are put out for the use of the boys and girls. Two groups of boys secured all three balls. The girls protested to the yard teacher, who gave them one of the basketballs. The boys objected, saying that the balls belonged to the fellow who got there first, regardless of whether that left the girls without supplies. They also pointed out that the boys should have first claim, for it was their athletic teams which "did more for the school."

1. Do you agree with the arguments of the boys? Explain all of the reasons for your opinion.

CASE 11

Situation: Johnny went to the store with 50 cents. He made a purchase for his mother spending 20 cents, and then bought himself 5 cents worth of candy. He returned the 25 cents change to his mother, who did not notice the missing 5 cents. Johnny did not say anything about the candy.

1. Wasn't that a clever way to get what he wanted?

CASE 12

Situation: Two boys at school were very good friends. While together one afternoon, one of them deliberately disobeyed the rules of the school. The next day the principal questioned each separately, asking if he knew who was responsible for what had happened. Not wishing to betray his friend, the first boy answered "No." The second boy confessed, telling exactly what he had done, and mentioning that his friend had been with him.

1. What would you have done in each boy's place? Why?

CASE 13

Situation: Clyde had a story book out of the library which was due October 10. He did not return it until the twelfth, saying nothing about it. So many books were being turned in, the librarian failed to notice the date, and checked it off as correct.

1. What should Clyde have said or done?
2. Don't you think it was "pretty lucky for him"?

CASE 14

Situation: June found 25 cents on the floor. She heard one of the boys tell the teacher that money had been lost. June had nothing with which to buy lunch, and knew that the boy who had dropped the quarter could afford to lose it.

1. Would she have done right to have kept the money? Explain fully your point of view.

CASE 15

Situation: On a team of five boys was one who, a few minutes before the game started, had had discipline trouble with the teacher in charge. She requested him to take his place on the team, which he did, but whenever the ball came his way he calmly sidestepped it and purposely took no part in the game, thereby breaking up the team work of the other four.

1. What do you think of his attitude?
2. Is he a loyal citizen of the school?
3. What should his team mates do about it?
4. Is this a matter for the teacher to settle?

CASE 16

Situation: Izzy and Jim were not friends. In fact they had quarreled, fought, and were still bitterly unfriendly. Both boys were being mistreated by the Sophomores. Izzy knew that Jim's shoulder had once been dislocated and was not strong. As the Sophomores prepared to pull Jim by his upstretched arms onto a high platform, Izzy struggled with his pride. At heart he was a gentleman.

1. What did he do?
2. Why did he do it?

CASE 17

Situation: Jack dipped his hands into the running water, and grabbed up three or four paper towels. "What are you taking so many for?" asked his neighbor. "They're free, aren't they? What's it to you?" replied Jack. At the next recess the towels were all gone.

1. Well, as Jack asked, "What's it to you?"

CASE 18

Situation: The teacher did not know that John already had a school pencil in his desk and offered him another one. He took it, saying nothing about the old one, and put it in his pocket. One of the girls in the back of the room raised her hand and asked for a pencil. "You will have to wait, as I have no more today," replied the teacher. John kept on with his work.

1. Suppose you had been John. Would you have acted any differently?

CASE 19

Situation: Two boys were sitting near an open window. Hugh, wearing no sweater, was cold and asked Stanley, who wore a sweater, if he might close the window. Stanley answered rudely that he was warm enough and to leave it open. Hugh was smaller and timid; therefore he said no more about it, and the window remained open.

1. What should Hugh have done?
2. Would it have been "tattling" for him to have asked the teacher?

In presenting these cases for written discussion, the sheets carrying the statement of the problem all bore the following introduction:

The following situation, or one very similar to it, actually occurred in this school. Please read the statement through, and then on this same paper tell what you think about it, answering fully any questions which are asked.

In instances where the situation was taken from a book which was in the school library, that fact was stated, and the title of the book given. This frequently stimulated the circulation of the book.

These cases illustrate our material. We are adding to them constantly and hope eventually to secure some two hundred cases, covering pretty completely the ethical situations which confront the school child.

We have avoided entirely the older attack of the story with a nicely pointed moral and the usual type of lecture on "what nice boys and girls would do." We are looking for the experiences of child life. We want to get the children to thinking about these experiences, and wondering whether or not there are two sides to the problems they meet. Antisocial answers are to be expected and welcomed. In oral discussions, it is the little anarchist who makes the point to the entire situation—and the more sincere he is the better. In such a case it would be suicidal for the teacher to indicate that she felt his view antisocial—the children can be left to do that for her.

Frankness must be encouraged—the questioning attitude aroused—and the child's real opinions broached, without obtruding the adult attitude. Skilful questioning will aid in securing the right attitudes. But above all, we must avoid suppression.